

MARYSVILLE PILCHUCK HIGH SCHOOL

Marysville School District
Program Charrette Summary

Program Charrette
March 23rd, 24th & 25th 2009

Submitted by:
DLR Group
BrainSpaces
Architects for Achievement

The program charrette was a three day exercise where DLR Group, Brain Spaces and Architects of Achievement met with the Concept Design Team. The goal was to find answers to the following questions that support both the district Guiding Principles and the Tier 3 goals established in workshop #5.

- What spaces should be grouped together?
- How big should the groupings of spaces and students be?
- What should the relationship be between spaces?
- What spaces should be open and what should be inclosed?
- What spaces should belong to a group of students vs. available to the entire student body?

Those who attended the charrette:

Brian Kessler	Teacher, Pathways of Choice
Fred Dahlem	Principal, Pathways of Choice
Tracy Suchan Toothaker	Planning Principal
John Bingham	Director of Capital Projects
Karen Epperson	Fine Arts Head, Pathways of Choice
Ron Bergstrom	MPHS, ISC
Loretta Boerger	Science/SLC Leader, Pathways of Choice
Maureen Crumley	SLC Leader, Pathways of Choice
Pete Lundberg	MMS, Principal
Fred Dahlem	Principal, Pathways of Choice
Kyle Kinoshita	MPHS
Ray Houser	Executive Director, Teaching & Learning
Mike Casey	Project Mgr, Marysville School District

Amy Yurko	BrainSpaces
Craig Mason	DLR Group
Jim French	DLR Group
Todd Ferking	DLR Group
Matt Glassman	DLR Group
Victoria Bergsagel	Architects of Achievement

Workshop #1
*Review Project Overview &
Guiding Principles*
Workshop #2
Visioning
Workshop #3
Confirmation of Vision & Goals
Workshop #4
Programming
Workshop #5
Retreat
Workshop #6
Program Charrette

DAY 1 INTRODUCTION

The charrette kicked off at the Marysville fire station next to Pilchuck High with a review of the guiding principles, Tier 3 goals and the spaces that got people excited during the workshop #5 retreat.

The group was then shown several construction scenarios to see some implications of new constructions vs renovation. These scenarios had been developed in parallel to the workshops and not intended to directly influence the workshop outcome.

DISCUSSION

After introduction the group discussed the progress of the team thus far. The following points and questions were made.

- Tier one issues have to be taken care of so we can focus on Tiers 2 and 3
- These types of committees (the workshop group) are new to the Marysville School District. They are a good thing that the bond process should be able to benefit from.
- There is a lot of negative community view towards education bonds, it not clear where this comes from.
- We need to really think about how to relate to the community positively and think ahead to their reactions. Marysville School District doing their homework (existing Pilchuck campus analysis) is a good first step.
- How can we make passing a bond about learning, not about a building?

WORK SESSION

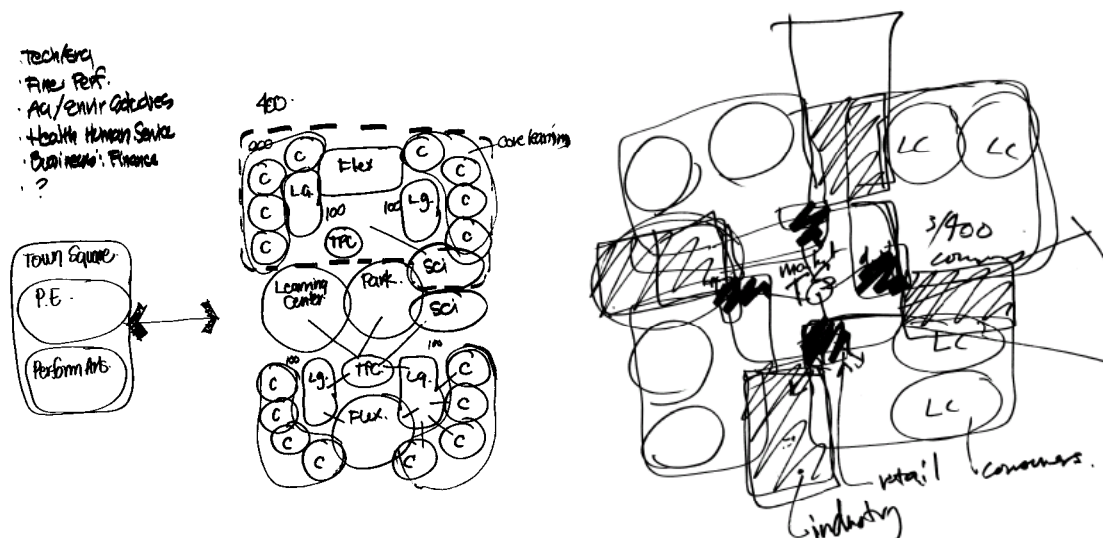
The team then split into two groups each led by several of the architects to explore the program through drawing and discussion.

Workshop #1
*Review Project Overview &
Guiding Principles*
Workshop #2
Visioning
Workshop #3
Confirmation of Vision & Goals
Workshop #4
Programming
Workshop #5
Retreat
Workshop #6
Program Charrette

GROUP 1

Led by Craig and Jim several key points that came up during the drawing and discussion include:

- Interest in a collegiate, community and or business partnerships/presence on-site.
- Social gathering places are important, hangouts by entries get well used.
- Like the idea of a large “townsquare” commons that all the learning neighborhoods connect to via “storefronts”.
- Administration should be apart of each neighborhood “storefront”
- The library could work well distributed amongst learning neighborhoods, the library needs to be about information access, not text books.
- Each student neighborhood could have a “big box industry” specialized space associated with it. This space would vary based on curriculum of a learning community and could have a relationship to the town hall through the storefront.
- The Zoo School was referenced as a well liked example for its independent learning and open projects spaces.
- 300-400 students seems to be the right size of one student focused neighborhood.



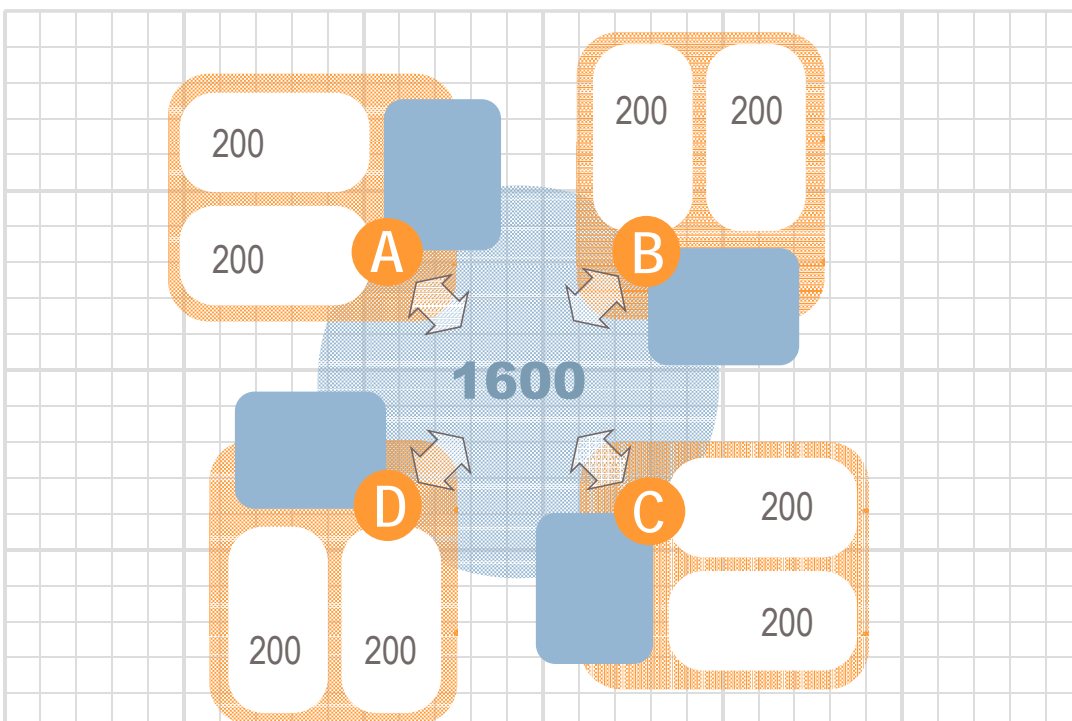
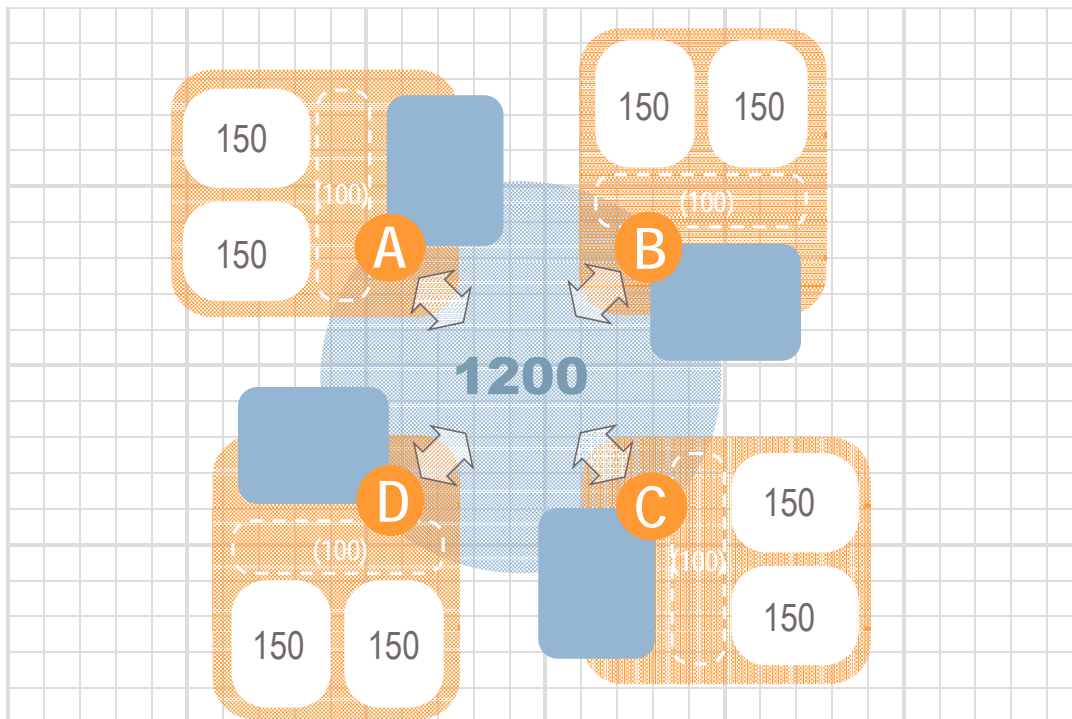
DAY 2 ARCHITECTS WORKING

Working in the Seattle office, the architectural team took the ideas and feedback generated during day one's activities and continued their development.

PLANNING DIAGRAMS

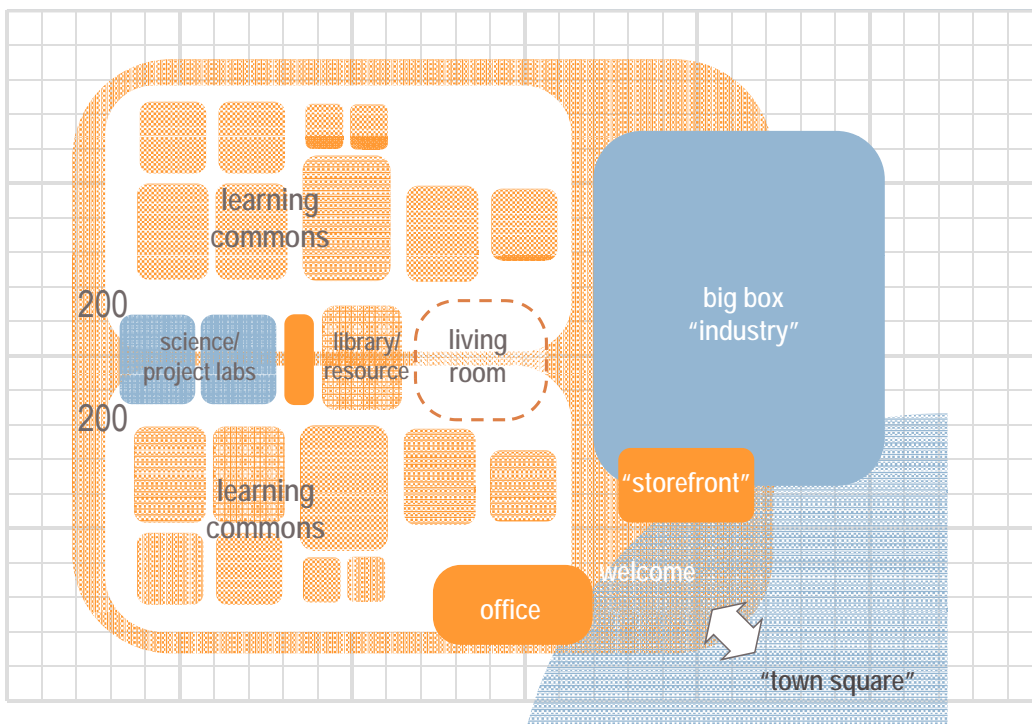
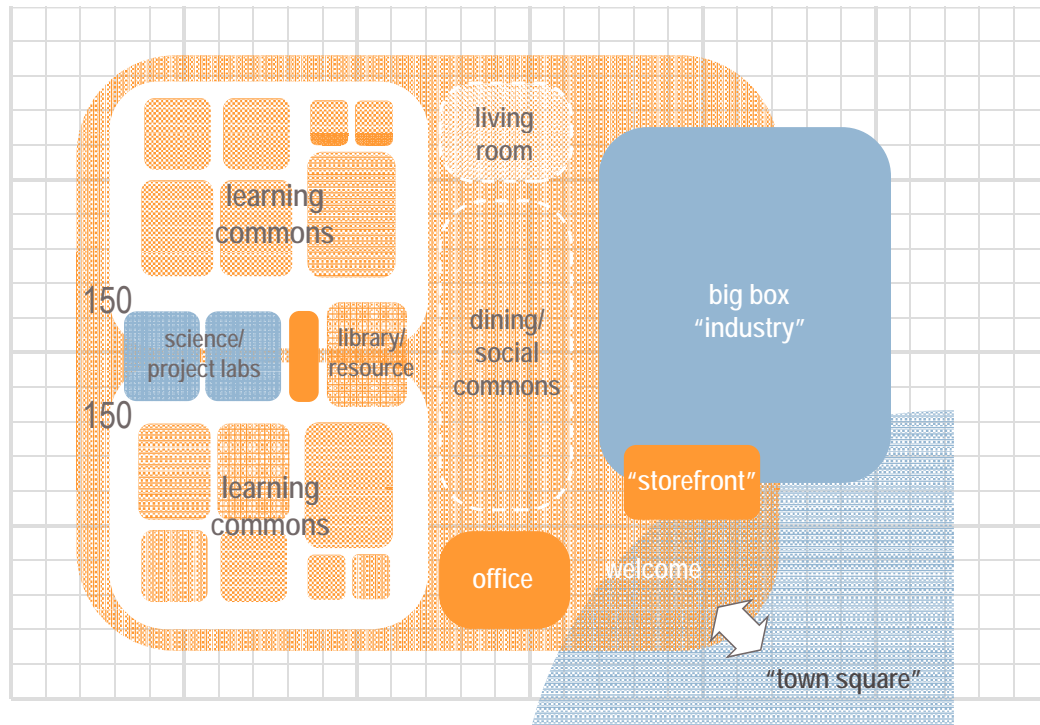
These diagrams were developed to represent the size (in terms of students) of areas and their relationships at the whole school scale .

Workshop #1
*Review Project Overview &
Guiding Principles*
Workshop #2
Visioning
Workshop #3
Confirmation of Vision & Goals
Workshop #4
Programming
Workshop #5
Retreat
Workshop #6
Program Charrette



PLANNING DIAGRAMS

These diagrams show generically the types of spaces and several key space relationships at the learning focused neighborhood scale.



Workshop #1
Review Project Overview &
Guiding Principles
Workshop #2
Visioning
Workshop #3
Confirmation of Vision & Goals
Workshop #4
Programming
Workshop #5
Retreat
Workshop #6
Program Charrette

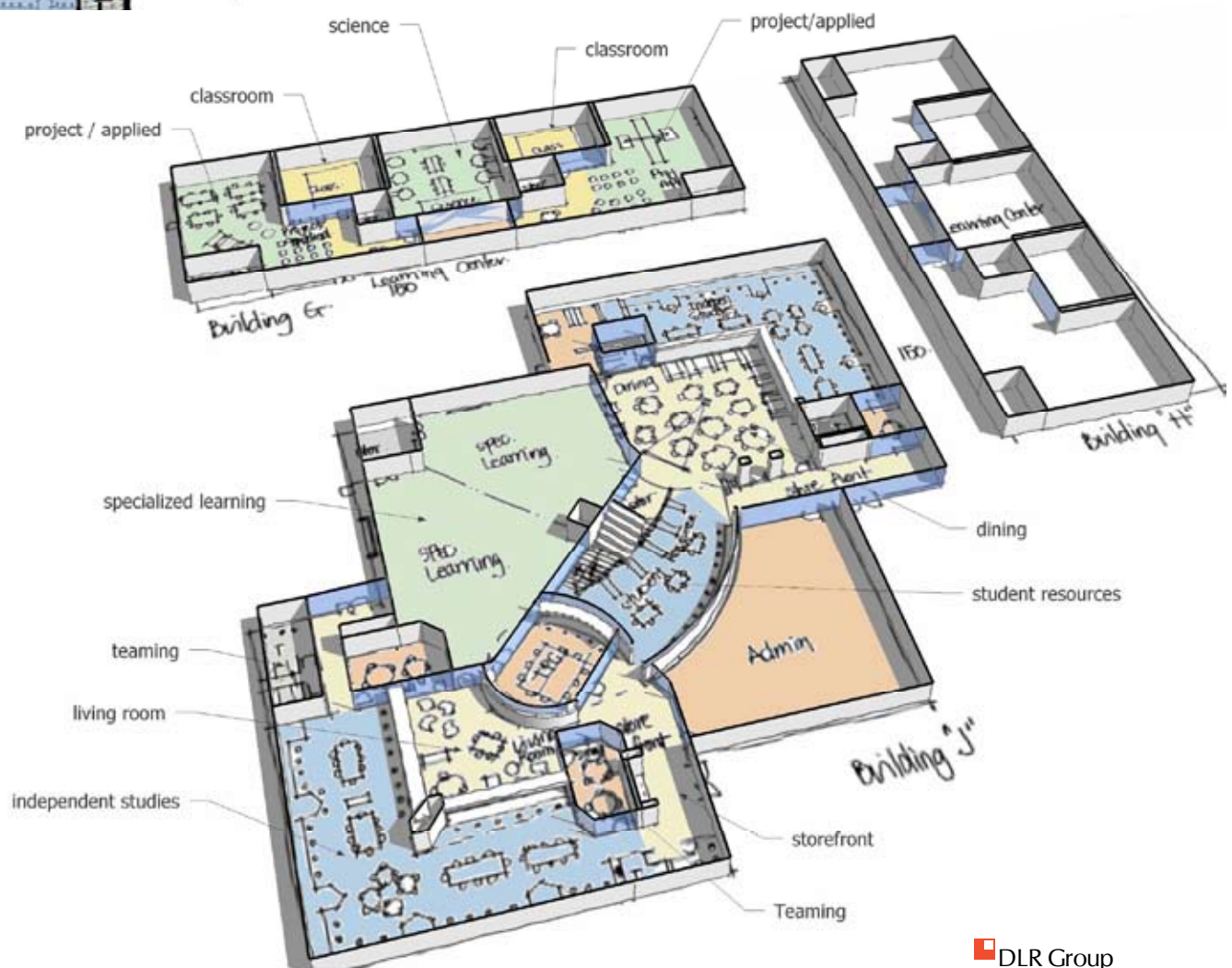
EXISTING T, U, & V BUILDINGS STUDY

The type of program and spaces discussed during Day 1 was overlaid on the existing T, U, & V buildings to explore their capabilities within existing footprints. The buildings were grouped together to reach the desired 300-400 capacity of a learning neighborhood.



EXISTING G,H, & J BUILDINGS STUDY

The G, H, & J buildings were studied in the same manner as the T,U, & V buildings.



Workshop #1

*Review Project Overview &
Guiding Principles*

Workshop #2

Visioning

Workshop #3

Confirmation of Vision & Goals

Workshop #4

Programming

Workshop #5

Retreat

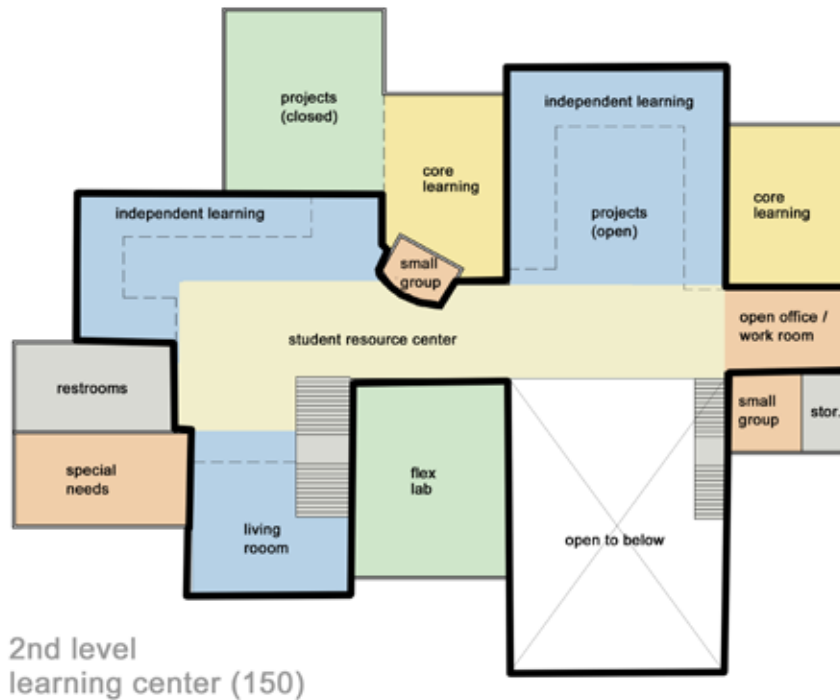
Workshop #6

Program Charrette

NEW BUILDINGS STUDY - 300 STUDENT GROUP

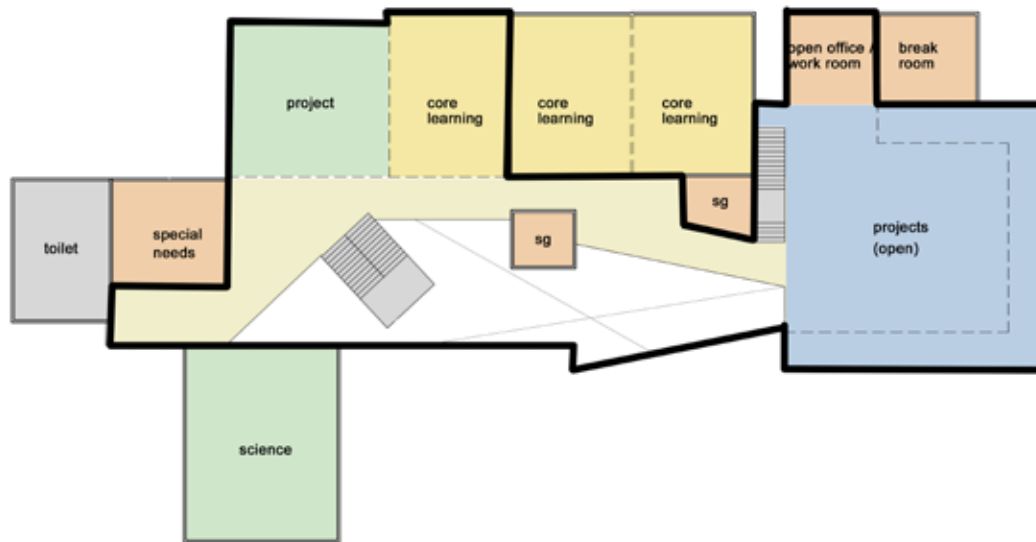
The type of program and spaces discussed during Day 1 was set out in a generic new construction scenario to test the relationship between spaces and the quantity of open and inclosed spaces.

Workshop #1
Review Project Overview &
Guiding Principles
Workshop #2
Visioning
Workshop #3
Confirmation of Vision & Goals
Workshop #4
Programming
Workshop #5
Retreat
Workshop #6
Program Charrette



NEW BUILDINGS STUDY - 400 STUDENT GROUP

Workshop #1
Review Project Overview &
Guiding Principles
Workshop #2
Visioning
Workshop #3
Confirmation of Vision & Goals
Workshop #4
Programming
Workshop #5
Retreat
Workshop #6
Program Charrette



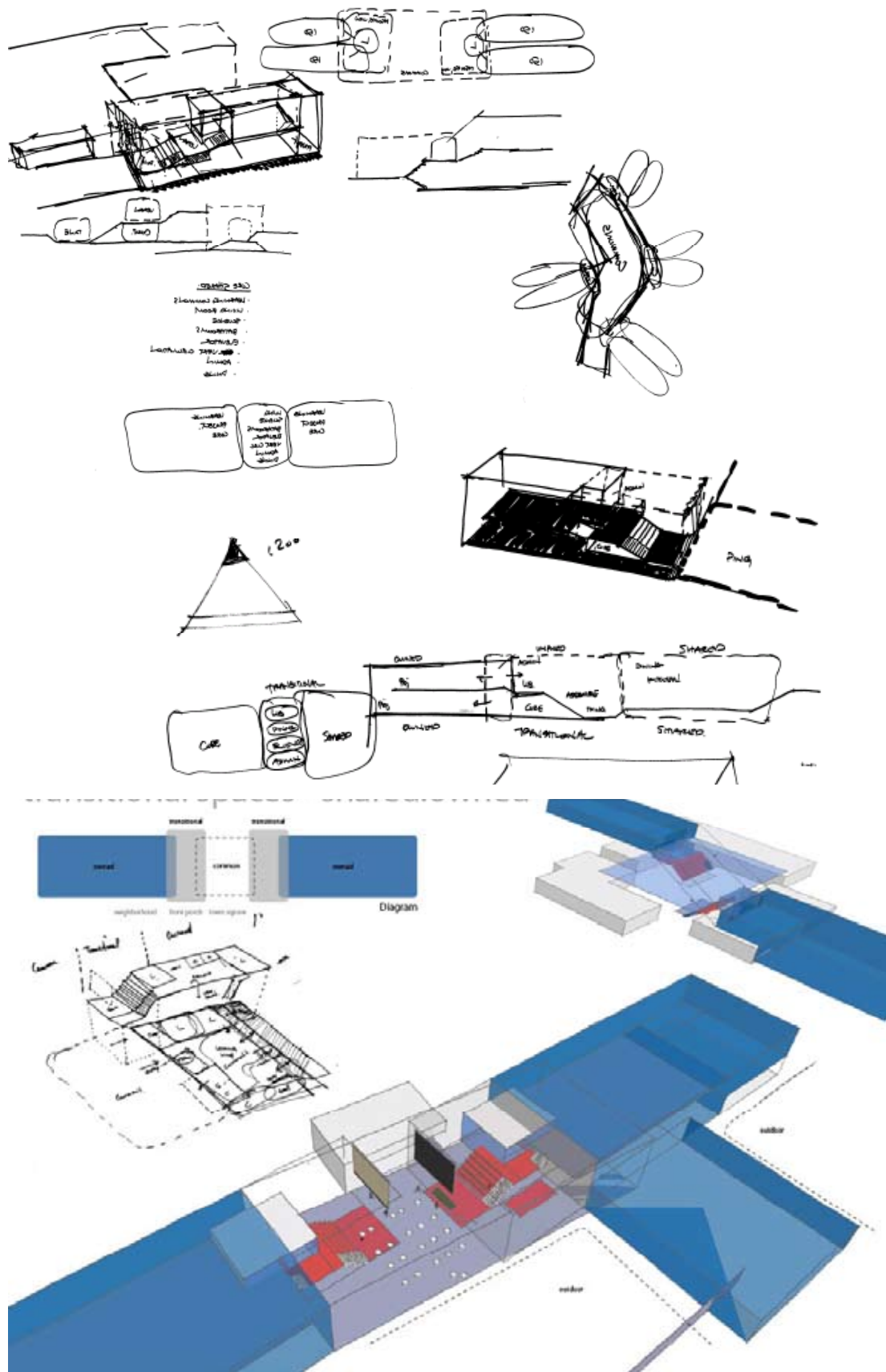
2nd level
learning center (200)



1st level
learning center (200)

TRANSITIONAL SPACE STUDY

This study was done to explore the relationship between the learning neighborhoods and the shared town hall. It also looks for opportunities to better utilize the space that transitions between the two.



Workshop #1
Review Project Overview &
Guiding Principles
Workshop #2
Visioning
Workshop #3
Confirmation of Vision & Goals
Workshop #4
Programming
Workshop #5
Retreat
Workshop #6
Program Charrette

DAY 3 PRESENTATION & DISCUSSION

The entire group met at Pilchuck High where the architectural team presented the work done on day 2, the following discussions and feedback ensued.

GENERAL

- Measures should be looked at to minimize the impact of the kitchen server to allow greater flexibility of the town hall.
- Implementation of a foodcourt model is preferred over the classic cafeteria model.
- Student groupings of 300 or 400 are both workable.
- Flexibility should be a high priority.
- The 400 student diagram would work well for a middle school too.
- Open to the idea of having both 300 and 400 groupings at the same high school.

EXISTING BUILDING STUDY

- The 9th grade campus (T,U, & V buildings) while currently in good condition requires a lot of work to open up and meet educational program desires, likely as costly as new construction.
- The diamond shaped spaces may prove difficult to use.

NEW BUILDING STUDY

- The operable partition walls between spaces are well liked.
- There is uncertainty about how the open staff space will work.
- The amount of open space shown looks appropriate.
- The entry into the student learning neighborhoods should be an open and large transition.

TRANSITIONAL SPACE STUDY

- Providing a town center with dining shared by all is a desired attribute.
- Students like down below (sunken) hangout spaces, the great hall/town center should provide similar opportunities.



End of Charrette.

Next meeting:
Workshop #7